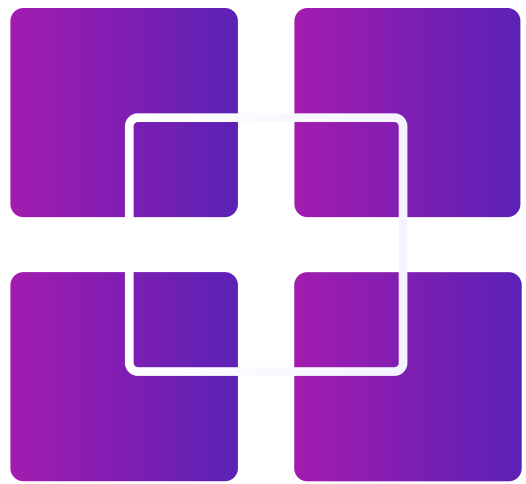
Lecture 8

- Archival data
- Data transparency

Agenda

- Method: Data transparency
  - Data fraud/ Questionable research practices
- Method: Archival data (part 2)
- Topic: Feedback
  - Giving advice/ feedback
  - Taking advice/ feedback
  - Mentorship
- Discussion
  - Archival data in feedback: Hur et al. (2020)
  - Discussion questions
- Next class



Method: Data transparency

Method: Data transparency (Ethics Part 2.)

- Data fraud: The case of Stapel (NYT)
- Questionable research practices (p-hacking)
- Solutions?

Data transparency

- Q. "Is this study replicable?"
- Started with the cases of data frauds, then…
- Connected with the questionable research practices

Data fraud: The case of Stapel (NYT)

- What did you think about the case?
- Producing/ manipulating fake data points
- "How did no one catch this?"

Data fraud: The case of Stapel (NYT)

- Led to the retraction crisis in Psychology
- Also impacted Organizational Behavior researchers

Retraction of "The Secret Life of Emotions" and "Emotion Elicitor or Emotion Messenger? Subliminal Priming Reveals Two Faces of Facial Expressions"

Psychological Science
XX(X) 331

DOI: 10.1177/0956797612453137
http://pss.sagepub.com
SAGE

JOURNAL ARTICLE

Retracted: Witnessing Moral Violations Increases Conformity in Consumption

Ping Dong ✉, Chen-Bo Zhong Author Notes

Journal of Consumer Research, Volume 44, Issue 4, December 2017, Pages 778–793,
https://doi.org/10.1093/jcr/ucx061
Published: 18 April 2017

Questionable research practices

- p-hacking (John Oliver video)
- Sample size, exclusion, measurement, reporting
- In addition, some honest, unintentional mistakes
- Missing values vs. "0", merging issues, etc.

Solutions?

1. Higher value on replication studies
2. Higher value on null results
3. Pre-registration (e.g., AsPredicted)
4. Power analysis for sample sizes
5. P-curve analyses ("the distribution of statistically significant p values for a set of independent findings")
6. Open Science Framework for data and codes

Method: Archival data (part 2)

- Entertainment data

Types of archival data

- Government/ academia data
- Media/ survey institution data
- Sports data
- And so many more!

Archival data: Entertainment data

- TV shows with reality competitions (e.g., The Voice)
- TV shows with decision games (e.g., Golden Balls, Friend or Foe?)
- Let's watch one! (Golden Balls clip)

Archival data: Entertainment data

- TV shows with reality competitions (e.g., The Voice)
- TV shows with decision games (e.g., Golden Balls, Friend or Foe?)
- Let's watch one! (Golden Balls clip)
- Pros?
- Cons?

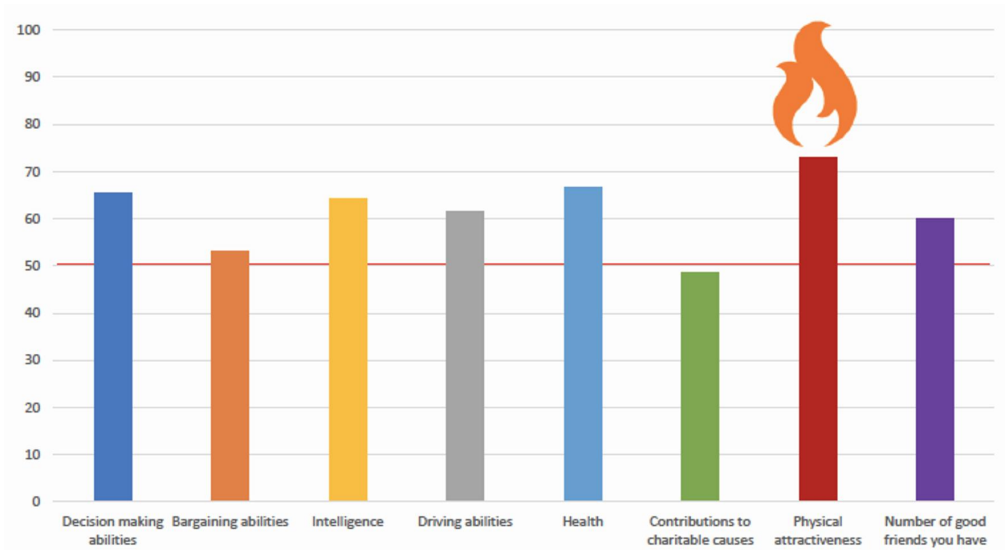
Feedback research

- Giving advice/ feedback
- Taking advice/ feedback
- Mentorship

Difficulties in giving and taking feedback

Difficulties in giving and taking feedback

- Threat to self-concept, self-esteem
- Overconfidence
- Dunning-Kruger effect (Dunning 2011): unskilled but unaware
- Self-serving bias: blind people from the value of honest feedback



Giving advice/ feedback

- Predictors of good feedback
  - Advising experience
  - Expertise (Levari et al. 2022)
  - Age? (Zhang and North 2020)

- Predictors of good mentorship
  - Personality fit
  - Demographic fit

Taking advice/ feedback

- Predictors of advice seeking
- Advice acceptance
  - Using advice (Gino and Moore 2017)
  - Ignoring advice (Blunden et al. 2019) fit

Archival data in feedback: Hur et al. (2020)

The Unexpected Power of Positivity: Beliefs versus Decisions about Advisor Selection

BY Julia D. Hur

Importance of Mentors

- National Science Foundation asked the great "breakthrough" scientists what is the most dominantly favorable factor in their educational experience and success:
- *Intimate association with a great, inspiring teacher.*

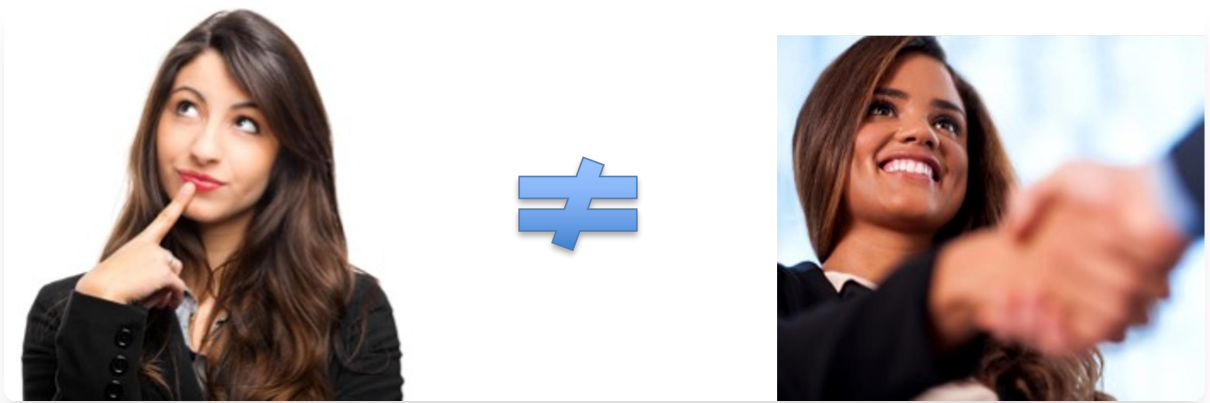
Importance of Mentors

- Individuals who offer judgments or recommended courses of action to provide upward mobility and career support
  - Kram, 1985; Ragins et al., 2000
- Previous literature
  - Qualities of successful mentors: expertise, experience, personality traits etc.
    - Cohen et al., 1999; Sah et al., 2013; Sansone, Sachau, & Weir, 1989; Waters, 2004
  - Match between mentors and mentees
    - Gino et al., 2009; Hale, 2000; Karcher, Nakkula, & Harris, 2005

Research Question

1) What beliefs do people have?

2) How do people make a decision?



Theoretical Development

- **Beliefs can differ from decisions**
  - Forecasting error: hard to predict affective responses in future
    - Loewenstein, 1996; Nisbet & Zelenski, 2011 ; Wilson & Gilbert, 2005
  - Emotion overrides and influences decision-making
    - Mellers et al., 1999; Nordgren et al. 2007
- **Role of Positivity**
  - Expressed positivity: cues that one has positive feelings towards the self
    - Ekman 2004; Pennebaker et al. 2001
  - Underestimate how powerful it can be

Hypothesis 1

- Belief: People believe positivity is not important
  - Believe they would choose based on factors enhancing performance
  - Positivity is less preferred compared to those factors
    - Finkelstein & Fishbach, 2012; Sah et al., 2013; Zenger & Folkman, 2014

H1. People will value expressed positivity less than other mentor characteristics, when thinking about which characteristics they should prioritize in selecting a mentor.

Hypothesis 2

- Decision: Positivity yields a strong influence on actual choices
  - Positivity generates affective responses (Trope, 1980)
  - Tempting to choose one expressing positivity (Ruttan & Nordgren, 2016)
  - Positivity expressed by higher status others (Rosenthal & Jacobson, 1968)

H2. When choosing a mentor, expressed positivity will predict mentor selection above and beyond other characteristics.

Overview of Studies

Studies 1-2: Beliefs

- Lab studies on beliefs

Study 3: Decision-making

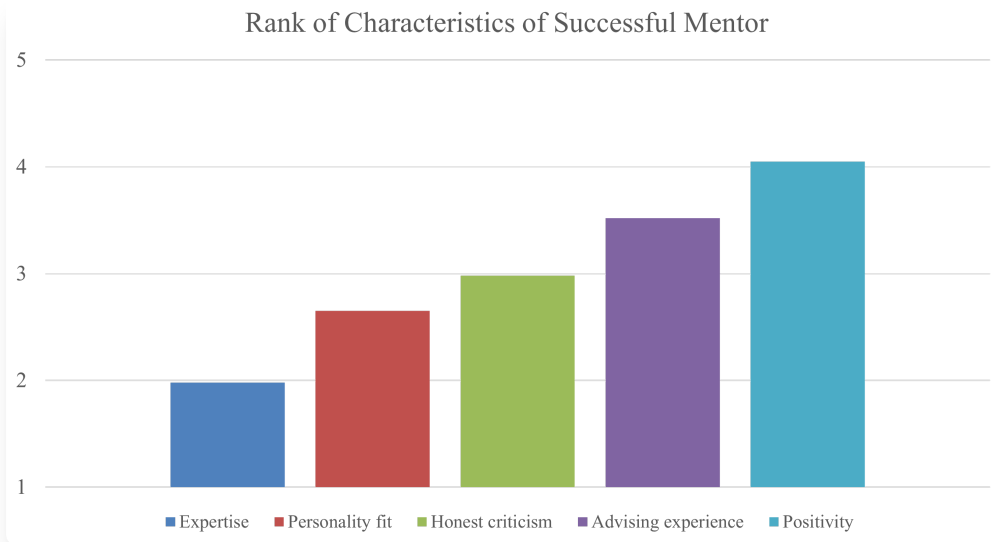
- Field data on decisions

Study 1-2: Beliefs

Study 1: Beliefs

- Design:
  - 215 full-time employees
  - mTurk
- Measure: Importance of mentor characteristics
  - Rank importance of 5 traits that make someone a good mentor
    - Expertise
    - Advising experience
    - Personality fit
    - Honest feedback/ criticism
    - Positivity
    - Other

Study 1: Result



Wilcoxon Signed Ranks Tests comparing positivity with: Expertise: $Z = -10.64$, $p < .001$; Personality fit: $Z = -8.75$, $p < .001$; Honest criticism: $Z = -8.18$, $p < .001$; Advising experience: $Z = -3.83$, $p < .001$

Study 1-2: Result

Study 3: Decision-making

Study 3: Decision-making

- Choices of mentors with different backgrounds, expertise, and experiences
- More promising artists have more options for mentors
- Burden on both sides to approach & appeal

Study 3: Setting

- Blind auditions with 4 potential mentors
  - Artists perform, and mentors turn or not
  - Artists choose whom to work with throughout the season

Study 3: Setting

- Important decision-making for career
  - Choose songs, give advice on career, provide feedback on performance
  - Applicants acknowledge it as an important decision
  - Rare setting to observe interaction and the following high-stake decisions

Study 3: Setting

"I just had to go with my heart.
And when he said he felt so blessed and honored that I was here, and that was just where I wanted to go."

Study 3: Method

- **Sample**
  - Artists from Season 1, 2, 3, and 5 (same set of coaches)
  - Only selected those who had more than 2 coaches turned
  - Match artist with each coach turned
  - 315 artist − coach dyads
- **Predictor variable**
  - Positivity expressed in interaction
    - Verbal: text analysis with LIWC for affect words
    - Behavioral: overall positivity coded (muted audio)
      - 2 items: "How positively/ excited does he/she behave toward the contestant?"

Study 3: Method

- **Control variables**
  - Expertise: genre distance
    - Calculate distance based on common interest of audience (Survey of Public Participation in the Arts)
  - Experience: years in the industry
  - Advising experience: number of times won the competition
  - Decision certainty: time taken for decision (Van de Calseyde et al. 2014)
  - Mentor demographics (e.g., gender, ethnicity)
- **Dependent variable**
  - Selection of each mentor (1 = selected; 0 = not)
- **Conditional logistic regression model**
  - Cluster SE at the artist level

Study 3: Result

- Conditional logistic regression predicting selection: Overall positivity measure

Variables	Coefficient	RSE	Z	P>|z|	[95% Conf. Interval]	
Positivity	.75	.22	3.38	.001	.32	1.19
Expertise	2.72	.81	3.34	.001	1.12	4.31
Experience show	-.16	.21	-.74	.461	-.57	.26
Experience industry	.09	.35	.27	.790	-.59	.78
Decision certainty	.01	.01	1.80	.072	.00	.03
Coach gender	.81	1.03	.79	.430	-1.21	2.84
Coach ethnicity	1.21	2.32	.52	.601	-3.34	5.77
N	315					

Study 3: Additional analyses

- Conditional logistic regression predicting selection: Each positivity measure

Variables	Coefficient	RSE	Z	P>|z|	[95% Conf. Interval]	
Behavioral positivity	.69	.28	2.46	.01	.14	1.25
Verbal positivity	.09	.04	2.08	.04	.01	.18
Expertise	2.74	.81	3.36	.00	1.14	4.34
Experience show	-.14	.21	-.65	.52	-.55	.28
Experience industry	.07	.35	.20	.84	-.61	.75
Decision certainty	.01	.01	1.54	.12	.00	.03
Coach gender	.76	1.02	.75	.46	-1.24	2.77
Coach ethnicity	1.03	2.30	.45	.65	-3.48	5.55
N	120					

Study 3: Additional analyses

- Dichotomous choices: choosing between 2 coaches

Variables	Coefficient	RSE	Z	P>|z|	[95% Conf.	Interval]
Behavioral positivity	.38	.46	.82	.41	-.53	1.29
Verbal positivity	.24	.08	3.13	.00	.09	.39
Expertise	2.82	1.56	1.81	.07	-.24	5.88
Experience show	.05	.32	.17	.87	-.57	.68
Experience industry	.70	.58	1.21	.23	-.44	1.85
Decision certainty	.02	.01	1.87	.06	.00	.05
Coach gender	2.44	1.70	1.44	.15	-.89	5.77
Coach ethnicity	4.86	3.76	1.29	.20	-2.50	12.22
N	120					

Study 3: Additional analyses

- Multiple options: choosing among 3, 4 coaches

Variables	Coefficient	RSE	Z	P>|z|	[95% Conf. Interval]	
Behavioral positivity	.81	.40	2.03	.04	.03	1.59
Verbal positivity	.02	.07	.26	.79	-.11	.15
Expertise	3.13	1.05	-2.99	.00	1.08	5.18
Experience show	-.19	.32	-.60	.55	-.82	.43
Experience industry	-.22	.48	-.46	.64	-1.15	.71
Decision certainty	.01	.01	-.71	.48	-.01	.03
Coach gender	.00	1.43	.00	1.00	-2.80	2.79
Coach ethnicity	-.90	3.26	-.28	.78	-7.29	5.48
N	195					

Conclusions

- **Mentor selection**
  - Decisions to choose an mentor for long-term goals
  - Discrepancy between belief and behavior
- **Strategies to attract the best talent**
  - How mentors can get the most talented candidates
  - Especially when lacking other qualities
- **Future research**
  - Performance outcomes: beneficial or costly strategy?
  - Potential remedies to reduce the gap between beliefs and decisions

Discussion Questions

Next Class

- Guest workshop